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ABSTRACT

The process for providing a "thorough and efficient" (T & E) education according to New Jersey statutes and regulations involves six basic steps. This document suggests procedures for handling the fifth step, educational program evaluation. Processes discussed include committee formation, evaluation planning, action plan implementation, data collection, and the preparation of a final report with recommendations. Appendices drawn from a guide prepared by one local district illustrate possible applications of evaluation procedures. (Author/PGD)

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PROGRAM EVALUATION: ROLES AND RESPONSIBILITIES OF BOARDS OF EDUCATION RELATIVE TO THOROUGH AND EFFICIENT LEGISLATION

ED159769

PRESENTED BY

NEW JERSEY SCHOOL BOARDS ASSOCIATION

COMPANION DOCUMENT #5
TO
HANDBOOK FOR
BOARD MEMBERS

RESEARCH FOR BETTER SCHOOLS, INC.

NOVEMBER 1977

BOARD MEMBERS

Questions That A Board Member Should Ask.

- Will the term "evaluation" be defined in our program evaluation plan?
- Will we know if what was supposed to be done was completed?
- Will we identify both strengths and needs?
- Will we know what to do to remedy our needs?
- Will we know in advance how the evaluation results will be used?
- Will we know that we are in compliance with all state requirements?
- Will we know what district and school goals, objectives and standards we are satisfactorily achieving and which ones we are not satisfactorily achieving?
- Will the district evaluation plan provide for the continuous and comprehensive review of the progress of each student?
- Will the evaluation be conducted by teaching staff members in cooperation with parents and pupils under the direction of the chief school administrator?

NOTE: Questions that a board member should ask are continued on the inside of the back cover.

RESEARCH FOR BETTER SCHOOLS, INCORPORATED SUITE 1700 / 1700 MARKET ST., PHILADELPHIA, PA 19103 / 215 561-4100

LETTER OF TRANSMITTAL

This T&E Handbook, Program Evaluation: Roles and Responsibilities of Boards of Education has been prepared by Research for Better Schools, Inc. (RBS) under the auspices of the New Jersey School Boards Association. The manual was developed in response to a clearly expressed and defined need on the part of board members at our T&E Awareness Workshops, plus a continuing desire on the part of the NJSBA to assist members with the completion of the T&E Process. This manual is a companion document to the "Roles and Responsibilities of Boards of Education Relative to T&E Legislation," and, like that document, it seeks to help board members to understand the T&E Process and to remain meaningfully involved.

Other companion documents have been prepared that further spell out the T&E Process, such as:

Companion Document #1 "An Action Plan for the Management of Roles and Responsibilities of Boards of Education Relative to Thorough and Efficient Legislation."

#2 "Committee Directions: Roles and Responsibilities of Boards of Education Relative to Thorough and Efficient Legislation."

#3 "Goal Development Through Community Involvement: Roles and Responsibilities of Boards of Education Relative to Thorough and Efficient Legislation."

#4 "Setting Objectives, Identifying Needs and Establishing Educational Programs: Roles and Responsibilities of Boards of Education Relative to Thorough and Efficient Legislation."

Like this manual, they were developed to assure compliance with the requirements of the Public Education Act, 1975 (Chapter 212).

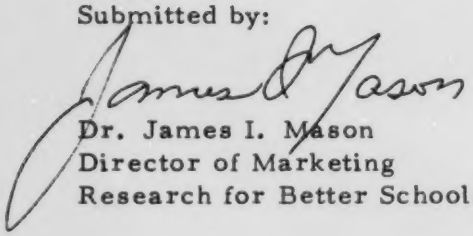
We sincerely hope that this manual will assist board members to play a meaningful and effective role in the T&E Process. RBS, Inc. is indebted to many individuals and organizations for their assistance in supplying ideas and information for inclusion in this manual.

- The New Jersey Department of Education, RP&E Division
- The Educational Improvement Centers
- The New Jersey County Offices
- The Local School Districts

A special note of appreciation goes to Mr. Glenn H. Tecker, Director, Management Information, New Jersey School Boards Association and Ms. Lorraine Gaire, Director, Inservice Education, New Jersey School Boards Association, who contributed greatly to the contents of this document. In addition, a special tribute to Mr. William Reynolds, Jr., Consultant for Research for Better Schools, Inc., for his contribution of the basic organization of the text, and to Mr. Hurley Hanley and Mr. James E. Phillips, Jr., RBS, Inc., for their assistance in the preparation of this handbook.

In closing, we move forward to the consideration of the manual's content. As that undertaking is concluded, we would feel richly rewarded if our time and effort has served to help board members implement their roles in the T&E Process.

Submitted by:



Dr. James I. Mason
Director of Marketing
Research for Better Schools, Inc.

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OVERVIEW

This manual is designed as a companion document to the Roles and Responsibilities Manual and the four earlier companion documents. It establishes a procedure through which to manage the Boards of Education's Roles and Responsibilities in relation to the five-year T&E Process cycle. The plan recognizes the newness and transitional nature of the T&E Process by setting forth a series of assumptions that recognize the many factors impacting on the implementation of the T&E Process.

This document seeks to provide Board members with a clear-cut definition of their roles and responsibilities in light of the events that have transpired relative to the T&E Process during the 1976-77 School Year. Consideration has been given to the original legislation, the Administrative Code, the Commissioner's Directives, the State Education Department's Guidelines and Procedures, plus new and pending legislation.

The data and information is presented in step-by-step procedures which highlight specific activities to be accomplished. In addition, it offers samples and references to assist board members with understanding the compliance process.

The step-by-step procedures spell out a process that can be used in evaluating goals/educational programs.

ASSUMPTIONS

Certain basic assumptions have been made that will impact on implementation of the T&E Legislation. They are based on what has happened to date relative to T&E plus a factual knowledge of what is occurring at this point in time. The Assumptions have been included in order to provide a logical base from which to develop this handbook, and to guarantee that the proper options and exceptions are built in to insure success. Accordingly, consideration of these assumptions will be programmed into the procedures of this handbook. Hopefully, this will enable a Board of Education to fulfill its Roles and Responsibilities in such a way that the T&E Legislation will work in the best interest of the students.

- That this handbook deals with Stage V (Program Evaluation) of the Six Stage T&E Process.
- That the district has the responsibility to:

  -1- Develop and implement evaluation procedures to provide for continuous and comprehensive review of pupil progress toward district and school goals and objectives. (N. J. A. C. 6:8-3. 7)

  -2- Ensure that the evaluation shall be conducted by teaching staff members under the direction of the chief school administrator and should include consultation with parents or guardians and pupils. (N. J. A. C. 6:8-3. 7)

  -3- Report district evaluation results annually by the chief school administrator to the district board of education at a public meeting. (N. J. A. C. 6:8-3. 7)

- That Board members have the following basic responsibilities:

  Stage V - Program Evaluation

  -1- Direct administrators to develop a program evaluation procedure.

  -2- Review and approve procedure.

  -3- Direct administration to implement.

  -4- Review evaluation findings.

  -5- Direct that appropriate responses be planned and executed.

- That Board members will receive clear and concise reports relative to Stage V.

- That Board members have been through an orientation and awareness and/or update on the T&E Process.

These assumptions might also be considered as constraints to the effective implementation of the T&E Process in that they are prerequisites for successful compliance.

STAGE V
Program Evaluation

ATTENTION

We deem it essential to reemphasize the role of the Board of Education at this juncture in the process. In most instances, Boards of Education will delegate the responsibility for completion of Stage V to the Superintendent and staff. However, it is important that Boards understand the requirements and be conversant with the process. Boards may suggest the use of this approach to the Superintendent and should expect regular reports relative to the completion of this stage.

PROGRAM EVALUATION

- What it is?
- Why it is important?
- How it is done?

What is Evaluation? Evaluation is the identification, collection, analysis, interpretation, and provision of information for the purpose of making decisions.

What is Program Evaluation? The program evaluation process is the way the school district measures how well its educational programs actually achieve what they set out to do, or if they have achieved things not originally intended. Program evaluation requires that there be a specific curricular or instructional program and that the district desires to make a decision about the future status of that program.

Why is Program Evaluation Important? If the schools are to be successful in achieving their goals, they must have the support of the community they serve. To help garner this support, the schools must be able to provide verifiable evidence that the money they spend for educational programs leads to desired results. Evaluation is the process by which that evidence is furnished. Program evaluation also provides the information needed to make sound decisions about program maintenance, modification, or discontinuance.

How is Program Evaluation Done? This handbook is designed to help Boards of Education (as well as

administrators, teachers, and community members) understand the evaluation process for a curricular program. Presented herein are the steps involved in preparing a plan for program evaluation:

Step 1: Describe the Program to be Evaluated

The first step of the planning process is to prepare a description of the curriculum program you want to evaluate. Such a description is important because it will, for the most part, determine what evaluation questions the evaluation will seek to answer. An adequate program description has three parts: The first, Program Identification, names the program and the schools, grades and classes using it. The second, Program Objectives, lists the major objectives of the program. The third, Program Features, describes those aspects of the program which are essential for it to achieve its goals.

Step 2: Clarify and Write the Purpose of the Evaluation

Program evaluations are generally conducted to help staff decide how to improve a program or to help staff make a recommendation regarding a program's future status.

An evaluation for program improvement is designed to determine which objectives a program is achieving and which ones it is not and to identify some ways the program might be strengthened to ensure that it achieves all of its objectives.

Evaluations may also be designed to help staff make a specific decision about the future of a program--for example, whether a program should be continued or terminated, whether a program should be expanded to new classrooms and schools, or whether

its use should be modified, e.g., used with different students and teachers or used for a different purpose.

Sometimes evaluations find that programs are accomplishing things, either good or bad, which were not originally anticipated or intended. This information can also be very useful for program decision making.

THE EVALUATION PURPOSE STATEMENT SHOULD CLEARLY EXPRESS HOW THE RESULTS OF THE EVALUATION WILL BE USED.

Step 3: State the Evaluation Questions

Given the purpose for the evaluation, the next step is to develop a list of specific questions the evaluation will be designed to answer. Generally, three types of questions are considered in all program evaluations: (1) questions about the environment in which a program is operating (context questions) (2) questions about how the program is being used or implemented (process and input questions) and (3) questions about how well it is achieving its goals and objectives (outcome questions). A source for these questions is the program description prepared in Step 1. Context questions evolve from the district's needs assessment. Implementation questions are derived from the description of program features. How well the program is achieving its objectives (outcome questions) derive from the program objectives.

Step 4: Specify How Each Evaluation Question Will Be Answered

Now that evaluation questions have been formulated, the next task is to specify how each question will be answered. This involves determining:

- What type of evidence must be collected, and what are the sources of the information.
- What types of comparisons should be made in order to answer each question.

Step 5: Summarize the Evaluation Plan

Before the plan is used to guide the actual conduct of the evaluation, it is suggested that it be summarized on a single page to show the relationship between the purpose of the evaluation, the features and objectives of the program, the evaluation questions, and the types of evidence and comparisons needed. A chart like the one found on the following page can be used for this purpose. Such a chart should be accompanied by a narrative which clarifies and elaborates the decisions to be made as a result of the evaluation.

EVALUATION PLANNING CHART

Program to be Evaluated: SHARP

Schools Using the Program: Park; Winston

Number and Type of Classes: 6-7th and 6-8th grade; 8-7th and 9-8th grade

Purpose of the Evaluation: Why Being Conducted? To decide whether to extend the program to the other similar 7th and 8th grade classes in both middle schools.

How Results Will Be Used? Evaluation committee chairperson to make recommendation to superintendent who will decide whether to extend the program.

DESCRIPTION OF THE PROGRAM	EVALUATION QUESTIONS	TYPE OF EVIDENCE	TYPE OF COMPARISON
Features	Implementation	1. Observe performance of students and teachers in class. 2. Obtain copies of student logs.	1. Actual classroom practice will be compared to what is intended for the program. 2. Actual student experience will be compared to what is intended in the teacher's manual.
Five basic elements of individualization - placement test, diagnosis, prescription, individual assistance and cooperative evaluation of performance.	1. Are the five basic elements of individualization occurring in the classrooms using the program?		
Objectives	Outcome	1. Administer achievement test before and after the program. 2. Administer attitude scale before and after the program.	1. Test results of the students after completing the program will be compared to the results of a group of similar students. 2. Test results of the students after completing the program will be compared to the results of a group of similar students.
1. Students will be able to solve word problems involving the mathematical operations of addition, subtraction, multiplication and division with positive real numbers. 2. Students will have a positive attitude toward mathematics.	1. Can students solve word problems involving the mathematical operations of addition, subtraction, multiplication and division with positive real numbers? 2. Do students have a positive attitude toward mathematics?		

EVALUATION PLANNING CHART

Program to be Evaluated _____

Schools Using the Program _____ _____ _____

Number and Type of Classes _____ _____ _____

Purpose of the Evaluation Why Being Conducted?

How Results Will Be Used?

DESCRIPTION OF THE PROGRAM	EVALUATION QUESTIONS	TYPE OF EVIDENCE	TYPE OF COMPARISON
Features	Implementation		
Objectives	Outcome		

THE RESPONSIBILITIES OF THE SCHOOL DISTRICT FOR T&E EVALUATION

In evaluating programs and progress, the district has the responsibility to:

- Develop and implement evaluation procedures to provide for the continuous and comprehensive review of pupil progress toward district goals and program level objectives;

- Have the evaluation conducted by teaching staff members working under the direction of the chief school administrator and include consultation with parents or guardians of pupils;

- Insure that district evaluation results are reported by the chief school administrator to the district board of education at a public meeting;

- Insure that the evaluations of remedial programs measure pupil achievement related to remedial education program level objectives and standards.

HOW DOES EVALUATION RELATE TO THE TOTAL T&E PROCESS?

Evaluation is the fifth of six basic stages in the T&E Process.

Stage One: Goal Development

Goals are identified and agreed upon.

There are two different types of goals that the district may want to develop:

- Outcome Goals
  An outcome goal is something the student should be, have, or be able to do as a result (at least in part) of experience in school.
- Process Goals
  A process goal is something schools should be, have, or do so that students can best achieve their goals.

Initially, a district can decide to identify both outcome and process goals, or the district might first decide to determine only its outcome goals.

Stage Two: Objectives and Standards are Set

Objectives can be defined as one of a series of intermediate steps that must be reached in the plan to achieve the district or school goals.

Stage Three: Needs of the Pupils are Determined

Assessing where pupils are at present in relation to the district, school and program level objectives.

Stage Four: Educational Programs (Curriculum) are Developed and Implemented

These programs aim at achieving the district's goals by capitalizing on present strengths and compensating for present weaknesses. Additionally, the programs are targeted toward identified areas of student need as identified in Stage Three.

Stage Five: Educational Programs are Evaluated

Implemented programs are evaluated in terms of their success in meeting the stated goals and objectives.

Stage Six: Budgets are Established

Budgets are developed annually to finance the implementation of the educational program.

BOARD, STAFF, AND COMMUNITY
ROLES IN THE T&E PROGRAM EVALUATION PROCESS

ACTION	BOARD	STAFF	COMMUNITY
-1- Planning the Evaluation Process	Consult with staff about the plan Review the plan Revise the plan Approve the plan Communicate to community and staff	Develop action plan for evaluation Recommend plan Revise plan (if necessary)	Advise board or representatives
-2- Implementing the Evaluation Plan	Monitor implementation Support activities	Implement plan Supervise activities Communicate progress	Participate in activities Respond to activities Advise Board or representatives
-3- Analyzing the Evaluation	Examine the results Analyze the results Consult with staff and community about results	Compile relevant data Analyze and Interpret data Develop results Report results to Board	Respond to results Advise Board or representatives
-4- Determining Next Steps	Consult with staff and community Decide on course of action Communicate to staff and community	Assist Board Recommend alternative courses of action to Board Support Board's decision	Respond to Board's decision Advise Board or representatives

CREATING THE EVALUATION COMMITTEE

The T&E Steering Committee in consultation with the Superintendent and the T&E Coordinator will recommend the appointment of an Evaluation Committee. (optional)

Suggested Purposes for the Committee are:

- To develop and oversee the implementation of a Program Evaluation Action Plan for the collection of data that will measure the extent to which the district's educational programs actually fulfill their expected purposes. (N.J.A.C. 6:8-6.1)
- To analyze the data collected and to develop an annual report on program effectiveness and recommendations for the remediation of program deficiencies. This report is expected to provide the substance of the Superintendent's annual evaluation report to the board relative to program effectiveness and recommendations.

Suggested Composition of the Committee:

- Board of Education	- one member
- Administration	- two-four members
- Teachers	- two-four members
- Parents	- one-two members
- Student	- one-two members

- Be comprised of a core of ten-twelve members with ad hoc sub-committees to be appointed as needed from the professional staff and to function at every school, grade level, and subject area. Individuals should be selected to serve on the Committee or on its sub-committee's because they are professionally qualified for, or have a particular interest in, appraising the operation of the educational programs within the district. Selection should be made to arrive at as wide a cross section

of professional expertise as is possible so that the Committee's judgments will be perceived as valid by the community. Successful completion of the T&E Process resulting in the submission of an Educational Plan to the Commissioner of Education and adoption of an Educational Program by the district will require the work of many.

Perhaps the most important step in planning and organizing the Committee is the selection of the Chairperson. Because of the pivotal nature of this Committee, R. B. S., Inc., recommends that the T& E Coordinator or a responsible central office administrator serve in this capacity.

Major Committee Tasks:

The major tasks of the Committee are:

- To develop a Program Evaluation Action Plan that details the steps to be followed in the evaluation
- To oversee the plan as it is put into effect through the administrative channels of the school district
- To analyze and review collected data to determine the extent to which the district's educational programs actually fulfill their expected purposes
- To develop recommendations for the remediation of any program deficiencies discovered in the evaluation
- To report annually to the Superintendent the findings of the evaluation and the recommendations emerging from it.

Directions for Committee Planning:

In planning the evaluation, Committee members may find the following hints helpful:

- To be thorough and to be credible, evaluation should encompass the context and process as well as the outcomes of a program.
- Instruments and measures used should be matched carefully to specific program objectives.
- More than one instrument and/or measure should be used for each program objective.
- Evaluation should include as many of the program objectives as possible, not just one.
- The people in the program should be consulted and involved in planning and conducting the evaluation.
- If evaluation is to be respected, it must provide information useful to people in the program and their superiors.
- Adequate time and money should be provided for the type and amount of evaluation needed.
- Multiple instruments should be used to measure all program goals which can be feasibly measured.
- Technical procedures should be used which facilitate economical and thorough evaluation.
- All evaluators need outside assistance occasionally and should seek and receive it when appropriate.
- Evaluation plans must be designed in accordance with the time and

resources available. It is conceivable that a decision may have to be made, that the resources and time available at a given point in time are not sufficient for a reliable and useful evaluation to be conducted at that time.

It is recommended that the committee review the Committee Directions before proceeding. This will serve as an overview of key events that must take place as well as suggestions for completing Stage V of the T&E Process. The Committee Directions for Stage V, taken from Companion Document #2, follow for your convenience.

PROGRAM EVALUATION COMMITTEE

- Committee Assignment:

  To measure the extent to which the district's educational programs actually fulfill their expected purposes.

  Source: New Jersey Administrative Code Title 6, Subtitle B, Chapter 8.

The Committee's work will seek to establish credibility for those educational programs and activities identified as necessary for meeting accepted levels of achievement by supplying evidence that they work to accomplish what they were intended to accomplish. Through this process, the district is able to demonstrate to the community that expenditures and other inputs to education lead to beneficial outputs in the form of student achievement.

- Committee -- How To:

  The data and information to follows was developed from Step 5, Evaluating Educational Program Effectiveness.

  -1- By describing how it will be demonstrated that program objectives have been met; or the means by which progress toward possession of skills, knowledges and competencies will be measured.

  -2- The district locates, identifies and develops methods by which the accomplishment of program objectives will be measured and evaluated. Measurements will, of course, relate back to specification of achievements desired, made in Step 2.

-3- By conducting evaluation through teaching staff under the direction of the chief school administrator in consultation with parents or guardians and pupils.

-4- By recommending and planning school improvements for the ensuing year.

-5- By reporting annually to the district school board the results of the evaluation.

- Committee Monitoring:

The information to follow has been drawn from the "Guidelines for the Review of Local District Compliance with the intent of New Jersey Administrative Code", N. J. A. C. 6:8-3.7 Commentary.

The committee's work will be monitored in terms of the following:

-1- Compliance with all state requirements including:

- Evaluation procedures implemented that provide for continuous and comprehensive review of pupil progress toward:

  -- District goals and objectives
  -- School goals and objectives

- Evaluation conducting by teaching staff under direction of chief School Administrator

- Guardian or parent consulted

- District evaluation results reported to the Board of Education at a public meeting

- Remedial programs established in references N. J. A. C. 6:8-3.8 (c) 3, 4 and Section VI of Guidelines

- Committee Timetable:*

  The work of this committee should be completed by the end of the tenth (10) month of the first twelve (12) month cycle.

  -1- Planning and organization activities should be completed by the fourth month of the twelve (12) month cycle.

  -2- Results should be available to the Steering Committee by the close of the tenth (10) month.

  -3- Regular weekly or bi-weekly sessions should be held.

- Committee Report (format):

  The format of the committee report should be correlated with the master T&E report.

  -1- Obtain a sample of the general T&E report format.

  -2- Develop the committee or sub-section report according to the prescribed format.

*Recommended timetable -- not a requirement

DEVELOPING THE PROGRAM EVALUATION ACTION PLAN

The first major task of the Evaluation Committee is to develop the Program Evaluation Action Plan. This plan lists the steps to be taken in the evaluation process, the group or individual responsible for carrying out each particular step, and the date by which the step is to be completed. A sample of a general plan, as might be developed by the Superintendent or his/her designee, is presented. Following is a sample of a specific Action Plan as might be developed by the evaluation committee.

General Evaluation Plan

Date	Step	Action and Responsibility
September 15	I	Evaluation Committee organizes
October 1	II	Evaluation Committee completes Program Evaluation Action Plan
October 15	III	Evaluation Sub-Committees are organized by school, grade level, and subject area
November 1	IV	Sub-Committees complete Evaluation Purpose Statements for each school, grade level, and subject area
November 15		Evaluation Committee reviews Evaluation Purpose Statements to assure range and depth of coverage
December 1	V	Sub-Committees complete selection of measuring instruments
December 15		Evaluation Committee reviews instruments selected to assure scope and breadth of evaluation

General Evaluation Plan

(continued)

Date	Step	Action and Responsibility
January 1	VI	Sub-Committees begin data gathering and analysis
		Evaluation Committee monitors data gathering and analysis
March 1	VII	Sub-Committees complete data gathering and analysis
		Sub-Committee draft Report of Results and Recommendations
March 15	VIII	Sub-Committees submit Report of Results and Recommendations specifying the findings and detailing any program deficiencies and recommendations for their remediation to the Program Evaluation Committee
	IX	Program Evaluation Committee begins review of Sub-Committee Reports and development of recommendations for specific Board actions
May 15	X	Evaluation Committee submits Comprehensive Program Evaluation Report detailing the findings of the evaluation and recommendations for action to the Superintendent

SAMPLE ACTION PLAN FOR THE EVALUATION PROCESS

**T&E Calendar Line		Major Tasks	*Responsibility Guide: Board of Education	Superintendent	T&E Coordinator	Steering Committee	Evaluation Committee
PLANNING	August	Resolution Authorizing Evaluation	1				
		Prepare General Plan for Evaluation: - Tasks to be accomplished - Timelines - Committees - Etc.		1	3	2	
		Recommend Appointments to Evaluation Committee	2	2	2	1	
	September	Review Appointments	1	2			
		Appoint	1	2			
IMPLEMENTING	October	Develop Program Evaluation Action Plan	2	2	2	2	1
		Oversee Appointment of Evaluation Sub-Committees	2	2	1	2	2
	November	Coordinate Implementation of Program Evaluation Action Plan	4	2	1	4	2

*CODES

1 - Actual responsibility for task accomplishment
2 - Will be consulted about task
3 - Will assist person with responsibility
4 - Will monitor the task activity
5 - Will coordinate the task activity

**Not drawn to scale. This sample shows approximate dates such as early September or late September. School districts should indicate exact dates where practical.

PLAN FOR THE EVALUATION PROCESS

(continued)

**T&E Calendar Line		Major Tasks	*Responsibility Guide: Board of Education	Superintendent	T&E Coordinator	Steering Committee	Evaluation Committee
IMPLEMENTING	February ↓ December						
REPORTING	March — May ↓	Analyze Data	4	2	5	4	1
		Develop Program Evaluation Report	4	2	5	2	1
		Develop Program Recommendations	4	2	5	2	1
		Review Report and Recommendations		2	1	2	2
		Review Report and Recommendations	4	2	2	1	
		Review Report and Recommend to Board		1	3	2	2
		Review Report and Recommendations	1	2			
		Present Report at Public Meeting	3	1			

*CODES

1 - Actual responsibility for task accomplishment
2 - Will be consulted about task
3 - Will assist person with responsibility
4 - Will monitor the task activity
5 - Will coordinate the task activity

**Not drawn to scale. This sample shows approximate dates such as early September or late September. School districts should indicate exact dates where practical.

SAMPLE ACTION PLAN FOR THE EVALUATION PROCESS

(continued)

**T&E Calendar Line		Major Tasks	Board of Education	Superintendent	T&E Coordinator	Steering Committee	Evaluation Committee
			* Responsibility Guide				
REPORTING	June	Approve Report and Adopt Recommendations	1	2	2		
		Direct that action be taken in response to findings	1	2			
	July	Submit Approved Report to N. J. Commissioner of Education	1	3			

*CODES

1 - Actual responsibility for task accomplishment
2 - Will be consulted about task
3 - Will assist person with responsibility
4 - Will monitor the task activity
5 - Will coordinate the task activity

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IMPLEMENTATION OF THE ACTION PLAN

A second major task of the Evaluation Committee following the development of the detailed program evaluation action plan is to oversee the plan as it is put into effect through the administrative channels of the School District. This will involve the following steps:

- Appoint Evaluation Sub-Committees

  Because the T&E Process requires broad scale evaluation, it will be necessary to organize the evaluation by school, grade or achievement level, and subject area. To facilitate this process, R.B.S., Inc. recommends that the Chairperson of the Evaluation Committee, in consultation with the entire Committee and appropriate administrative staff, recruit and select Evaluation Sub-Committee members within each school by grade or achievement level and subject area. These sub-committees should be comprised of members of the professional staff of the programs to be evaluated, other professionals, interested parents; and, where appropriate, students. The sub-committees will report to the Chairperson of the Evaluation Committee or his/her designee.

- Monitor Activities of Evaluation Sub-Committees

  The Evaluation Committee will monitor all sub-committee activities through the receipt of regular Sub-Committee Progress Reports. The Evaluation Committee or Sub-Committees will be responsible for completing the following activities:

-1- Develop Evaluation Purpose Statements

The Evaluation Purpose Statement is a concise but comprehensive explanation of the purposes of the evaluation, the proficiencies* that will be used as criteria in the evaluation, the scope of the evaluation, and the action decisions that will be made as a result of its findings. (See Appendices A-C pp 39-45 for Developmental Guidelines and explanations.)

-2- Develop and/or Select Measuring Instruments

The Proficiencies identified in the Purpose Statement will serve as the basis for what is to be measured in the evaluation. The sub-committee will develop and/or select instruments that measure the degree of proficiency in the specified content and/or behaviors. (See Appendix D, p. 51, for Developmental Guidelines.)

-3- Gather and Analyze Relevant Data

The use of testing instruments will probably be the principle technique of generating evaluation outcome data. Data about actual accomplishments is compared with the desired outcomes specified in a program's objectives. This comparison forms the basis of statements that may be generated regarding a program's effectiveness. (See Appendix E, p. 53, for examples of data gathering techniques.

* proficiency - is that which is required by statewide and/or local district standards of performance.

-4- Plan and Recommend Specific Program Changes

Should analysis of the data reveal any deficiencies in actual program outcomes when compared with desired program outcomes (goals and objectives), it will be necessary for the sub-committee to attempt to identify the factors contributing to the deficiency and provide recommendations for the remediation of the deficiency.

-5- Report the Findings

The next step in the evaluation is the development of a report that clearly and ccinctly describes the objectives of the evaluation, the significant characteristics of the program, instruments and techniques used to gather the data, the procedures used in the analysis of the data, conclusions drawn from the analysis, and recommendations for subsequent action. (See Appendix F, p. 63, for Developmental Guidelines.)

-6- Action

The final step in the program evaluation process is for the Board of Education to direct that plans be developed and executed in response to the evaluation findings.

- Analyzing and Reviewing Collected Data

The reports of the individual Sub-Committees will form the major body of data on which the Evaluation Committee will base its findings and recommendations relative to the school district's educational programs. The Committee will review the reports and specific program recommendations of each sub-committee by school, grade, level, and subject area in light of the goals and objectives of the school district that were adopted by the board of education as a part of Stage One of the T& E Process.

In these considerations, the committee should give particular attention to the possible emergence of patterns of data that may indicate the presence of program weaknesses and deficiencies that may be global in nature and, hence, may not have emerged as a result of the activities of any individual Sub-Committee. For example, if the scores of youngsters throughout the district in grades six through eight on measures of mathematical logic fall below a national average (and the norm group was reasonably like those students and the test measured skills which the district wants taught in the program), it is probable that there is, or was, a weakness in the mathematics curriculum to which these youngsters were exposed.

The emergence of any pattern such as this should be immediately noted by the Committee so that the appropriate subject matter specialists can become involved to identify the specific deficiency that may exist, or may have existed, and develop possible alternative courses of action for the district that would lead to remediation of the deficiency.

- Developing Recommendations for Board Action

When specific deficiencies are uncovered as part of the analysis and review of the data, the Evaluation Committee is responsible for insuring that directions for plans for their remediation are developed and recommended to the Superintendent.

R. B. S., Inc. recommends that initial planning for remediation of specific deficiencies be done by the Evaluation Sub-Committee that discovered the deficiency. This effort may be augmented by the services of resource specialists from within or outside the district as deemed necessary and appropriate by the Chairperson of the Evaluation Committee (in consultation with the district superintendent) who will closely monitor these activities.

Each Sub-Committee will analyze the nature of specific deficiencies, identify the cause(s), and develop a plan to (1) eliminate the cause(s) and (2) remediate the effects of the deficiency within the current student population. The Sub-Committee will then submit its recommendations in writing to the Evaluation Committee.

The Evaluation Committee will review, modify and/or approve individual recommendations from all Sub-Committees and will develop a comprehensive set of program recommendations. These will be submitted in draft form to the Superintendent for review and discussion. The Superintendent will submit the formal and comprehensive Report of Findings to the Board of Education.

- Reporting the Findings of the Evaluation

The Evaluation Committee is responsible for drawing together the reports of all Evaluation Sub-Committees and for developing a comprehensive Report of the Findings of the Evaluation. This Report will provide a thorough description of the evaluation activities, and findings and conclusions along with recommendations for Board ac actions to remediate specific deficiencies (N. J. A. C. 6:8-6. l). The Report should include detailed treatment of the following areas:

- District/School Goals and Objectives
- Program Description
- Program Evaluation Procedures
- Program Accomplishments
- Conclusions
- Recommendations

(See Appendix F, p. 63 , for Developmental Guidelines.)

According to the provisions of the T& E Legislation, district evaluation results shall be reported annually by the Chief school administrator to the district board of education at a public meeting. This provides an opportunity for the Superintendent, the T& E Steering Committee, and the Evaluation Committee to present a review of the year's T& E activities within the district to Board and community. RBS, Inc. recommends that Boards give serious consideration to making this the sole agenda topic for one meeting so that adequate and complete public reporting and discussion of the district's efforts to comply with the intent of the T& E Legislation can be assured.

In view of the potential for wide distribution of the Report within the community, the Evaluation Committee should make a serious effort to see that the language of the Report is clear and understandable and that educational jargon and technical terms are avoided or explained when used. One of the implied purposes of this provision of the legislation is to engender knowledgeable public discussion of the quality of the schools. The Report can do much to enhance this discussion if it is clear and unambiguous, but it can needlessly complicate the situation if it is vague and leads to many varied individual interpretations of its contents.

In light of these considerations, administrators and committee members should be careful in writing and editing to assure that the Report, in fact, says exactly what it is intended to say.

- Final Board Action and Report to the Commissioner

After receipt of the Report of Findings, the Board will review it in detail. At a subsequent public meeting, the Board will formally adopt the Report and direct that actions it deems appropriate be taken to remediate whatever deficiencies the evaluation uncovered.

After adoption, the Report and the approved Board actions to remediate deficiencies become the basis for the Annual Evaluation Report submitted by each school district to the Commissioner of Education not later than July 1st. (N. J. A. C. 6:8-6. 1). This report shall be submitted by the Superintendent of Schools on forms provided by the Department of Education and shall include:

- Demographic data
- Results of pupil achievement in basic skills
- School dropout information
- Evidence of achieving, goals, objectives and standards
- Plans for innovative or experimental educational programs
- Recommendations for school improvements
- Master plans for projected capital construction
- Fiscal information including an audit

APPENDICES

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The appendices have been included as an expansion of the text to further expand the board members' understanding of possible approaches to program evaluation.

The appendices have been reproduced from A Guide to T&E Planning, Gloucester County Office of Education, Gustav H. Ruh, County Superintendent of Schools, 1976, with only minor title changes and additional examples where noted.

APPENDIX A

Developing the Evaluation Purpose Statement

- General Guidelines

A great deal of material has been covered in a relatively short time; now it is time to pull together all of the factors that have been discussed. Some general guidelines for developing the final evaluation purpose statement are listed below:

-1- The evaluation purpose statement should clearly indicate:

a. the situation to be evaluated

b. the decisions to be made

c. the evaluation topics to be addressed

-2- The statement should be concise (approximately one page), yet reasonably comprehensive.

-3- It should be clearly worded and contain no jargon.

-4- It should be compatible with the situation and the information filled in on the completed worksheets.

-5- It should be consistent and contain no obvious contradictions.

-6- It should represent a consensus of the views of the people involved in this phase of the project.

Before preparing the evaluation purpose statement for your evaluation project, turn to the next page and read the evaluation purpose statement which was prepared for the continuing example.

- Sample Evaluation Purpose Statement

-The primary purpose of this evaluation is to determine to what extent the math improvement program is achieving its objectives and school goals in the pilot school. A related factor is determining whether the program involved (staff development to change teaching styles) is being implemented properly; if it is not, this could account for lower performance by teachers and students than was expected.

-Assuming that implementation is found to be adequate, we will continue the staff development for math program next year on a tentative basis, even if the findings are not clearly positive or negative. Depending on how positive the findings are, this program will either be expanded, retained or restricted to one school where it will be evaluated more indepth the following year.

-Three schools, one of which will institute the program, will be participating in the evaluation. All three schools are close in mix to the socioeconomic structure of the city, thus, are good examples.

-Both basic skills of math and continuous development outcomes are continued important, although no real effects are expected the first year. A true test of the staff development for math improvement will take at least two years. Variations in cost, time and facilities present no significant variation from school to school, so they will not be formally evaluated. Parent and community leaders' attitudes to the approach will be measured and will be an important factor to be considered in terms of any decisions to be made. At the end of one year, decisions will be made to expand, continue or drop the staff development program.

Additional Examples of Completed Purpose Statements from Research for Better Schools, Inc. Evaluating A Curriculum Program

Why Being Conducted

Last year we introduced a Career Education Exploration program at the McLeads and Marshall Middle Schools. Some teachers in these two schools feel that the program is not living up to expectations. This evaluation is being conducted in order to determine ways of strengthening the program the following year.

How Results Will Be Used

The results of this evaluation will go to the assistant superintendent in charge of curriculum and instruction. If he feels the results warrant it, he will initiate a group effort to plan program modifications. All the teachers of the program will be invited to participate in this effort.

Why Being Conducted

Five years ago an individualized mathematics program (SHARP) was introduced into the Parks and Winston Schools. The superintendent now wants to evaluate this program to see if it should be extended to four other similar middle schools.

How Results Will Be Used

The results of this evaluation will be reviewed by the assistant superintendent for instruction who is the leader of the group planning the evaluation. She will report the results to the district-wide curriculum planning council. The council will develop recommendations which will be sent to the superintendent. The superintendent will use them to decide whether to expand the program or continue it as is.

APPENDIX B

Using Profiency Indicators

- Proficiency indicators describe or define what is expected from an educational program in terms of achievement levels of pupils.
- Evaluation of the effectiveness of educational programs will be difficult if not impossible without specific proficiency indicators against which to evaluate. The indicators are essential to program evaluation:
  - -1- They provide direction and substance to the program.
  - -2- Indicators supply both teacher and pupil with instructional targets.
  - -3- They provide a basis for determining the degree of success a program is providing.
- A means for measuring and analyzing the progress of program improvement toward anticipated results has been developed as evidenced by:
  - a set of items selected from the student proficiency indicators to be used to measure the attainment of program goals and objectives.
- The following criteria should be met when specifying proficiency indicators whether they are at the district, school, program or classroom level:
  - -1- The person(s) who is going to achieve the indicators should be identified.
  - -2- The expected or desired outcome should be stated.
  - -3- The instructional variables related to the indicators should be identified.

-4- The method of measurement should be prescribed.

-5- The expected date for completing application of the indicator should be cited.

-6- Finally, the desired level of achievement should be stated.

There may be more indicators generated than can be used practically in an assessment* program. Therefore, it will be necessary to select a representative set of indicators or items which are perceived to be capable of providing information about the degree to which the program or instructional goals and objectives have been attained.

* Assessment involves collecting information. Evaluation involves making judgments based upon the information collected.

APPENDIX C

Determining Scope

- Sampling

  - One of the early decisions in planning is to determine whether data should be collected from the entire population involved in a program or only part of that population. If only a portion of the population is used, that portion is called a SAMPLE, and the process used to select it is called SAMPLING.

  - Sampling procedures are important because they allow the evaluator to collect information more economically. A sample, which is carefully selected, permits the evaluator to make reliable inferences, generalizations or draw conclusions about an entire population.

  - A sample includes the actual units on which the data are collected, and the population is the group to which the evaluator seeks to generalize. One can only generalize to a population of students if the sample is representative of that population.

  - Sampling is especially appropriate and useful for program evaluation. Most evaluation in the classroom is for the purpose of grading individual students and, therefore, a very reliable score is needed for each individual in the population. This information is useful to the teacher and necessary for individual evaluation. Many school personnel have become accustomed to thinking only in terms of the whole population. However, program evaluation requires only information about the effects of the program on students as a group, not as individuals. Furthermore, contrary to

popular belief, sample size can be comparatively small and still provide reliable information, provided that human characteristics known to contribute to variability in responses are used as the basis for sampling.

- It is often more economical and effective to select a sample of students in the program and administer data collection instruments to them.

- Most of the advantages of sampling are related in some way to lower costs and time saved in collection and tabulation. It is less expensive to gather and analyze a hundred scores than a thousand scores. Expense is an especially important factor with some types of instruments. One teacher can administer an hour test to 30-50 students at one time within one hour. In the same time he/she could interview only a few. Time and money may also be saved in scoring, especially with some types of instruments.

- As a result of lower costs, sampling may make it possible to use some types of instruments which would not otherwise be feasible. For example, suppose that the ideal method of data collection was by an interview. Gathering data by this means requires not only large amounts of time but also considerable training of those who will do the interviewing. For this reason, an interviewing instrument might be rejected if data were needed from the entire population. But if a sample is used, interviewing may be feasible.

- The type of instrument used is related to the type and number of objectives which can be assessed. Often, the most important objective of a program cannot be measured by a paper and

pencil test. It may involve an attitude or behavior inside and/or outside the school setting. Recognizing the time and trouble involved in observations or follow-up studies, the district may decide that evaluation is not realistic even though this objective is a major concern. Sampling might enable the school to gather data on a number of students making possible some evaluation of that objective. Likewise, a school may want data on several hundred objectives. A sampling process could be designed whereby similar groups of students are assessed on different groups of objectives. The school thus obtains the needed and useful data but one one student is subjected to exhaustive testing.

- The economies resulting from sampling may enable the evaluation program to use more than one measuring instrument for a given objective. This is often very important. For example, a questionnaire may be developed to assess an attitude. But do students' written responses reflect their actual feelings? Use of interviews, observations or open-end questions with a sample of the students might provide a means to validate the questionnaire results. Computation skills can be assesed by a paper and pencil test in the math classroom. But the evaluator might also be interested in whether these skills will be used, when appropriate, in a social studies class. Comments from other teachers on a sample of the students might help to assess the transfer of those skills to other situations.

- Sampling may be used in more ways to provide new data or to improve on data already collected. For example, student evaluations of courses or teachers or faculty evaluations of administrators are frequently administered at the end of the school year. If

such data were collected using a sample at intervals during the year, it might provide some guidance for action during the year.

- Is a sampling procedure being considered? There are a number of preliminary questions which need to be asked and answered:
  - -- Will a sample provide the accuracy which is necessary?
  - -- Is sampling really more efficient than using the total population?
- Use of a sample may result in some loss of accuracy in the information obtained because a score from every unit in the population is not available. The question then may be what degree of accuracy loss is acceptable in return for the saving of time and trouble. On the other hand, gathering data from a sample may be more accurate. A large amount of data which is carelessly collected may be less accurate than a smaller amount of data collected under carefully controlled conditions.
- If a sampling procedure is to be used for all or part of the evaluation, then the questions of the size of the sample and the ways to obtain the sample must be handled next. Relatively smaller samples can be used when the population tends to be homogeneous, when large differences are expected on the factors in question or when many of the factors contributing to variability are controlled.
- Relatively larger samples are appropriate when the population is heterogeneous, if there are many uncontrolled factors or if the differences in the factors are expected to be slight.

- The accuracy of the findings is more likely to be influenced by sample design than by sample size. All of the advantages are predicated on the sample being representative or typical of the total population. If the sample is not representative of the population, the data obtained will be misleading. If we assess the effects of a reading program from one class, we may have information about the effectiveness of the one teacher with one group of students rather than information about the effectiveness of the program. A sample is representative to the degree to which it reflects the characteristics of the population. One technique commonly used to obtain representativeness is random sampling.

APPENDIX D

Identifying Appropriate Measurement Instruments

- Review the objectives to determine what skills/knowledge/behaviors are to be measured.
- List instrument specifications for content and use.
- Locate instruments by referring to test catalogs and handbooks, other projects and county or state test information divisions.
- Obtain sample copies of instruments.
- Review instruments for validity, reliability and other important factors.
- Select appropriate instruments.

APPENDIX E *

Using Appropriate Data Gathering Techniques

- Indicators of Status or Change in Cognitive and Affective Behaviors of Students in Terms of Standardized Measures and Scales.

  -1- Standardized** achievement and ability tests, the scores which allow inferences to be made regarding the extent to which cognitive objectives concerned with knowledge, comprehension, understanding, skills and applications have been attained.

  -2- Standardized self-inventories designed to yield measures of adjustment, appreciations, attitudes, interests and temperment from which inferences can be formulated concerning the possession of psychological traits (such as defensiveness, rigidity, aggressiveness, cooperativeness, hostility and anxiety).

  -3- Standardized rating scales and checklists for judging the quality of products in visual arts, crafts, shop activities, penmanship letter-writing, fashion design and other activities.

- Indicators of Status or Change in Cognitive and Affective Behaviors of Students by Informal and Semiformal Teacher-made Instruments or Devices.

  -1- Interviews: frequencies and measurable levels of responses to formal and informal questions raised in a face-to-face interrogation.

* See page 62 for notes

-2- Questionnaires: frequencies of responses to items in an objective format and number of responses to categorized dimensions developed from the content analysis of responses to open-ended questions.

-3- Self-concept perceptions: measures of current status and indices of congruence between real self and ideal self often determined from use of the semantic differential or Q-sort techniques.

-4- Self-evaluation measures: student's own reports on his/her perceived or desired level of achievement, on his/her perceptions of personal and social adjustment and on his/her future academic and vocational plans.

-5- Teacher-devised projective devices such as casting characters in the class play, role playing and picture interpretation based on an informal scoring model that usually embodies the determination of frequencies or the occurrence of behaviors or ratings of their intensity or quality.

-6- Teacher-made achievement tests (objectives and essay), the scores on which allow inferences regarding the extent to which specific instructional objectives have been attained.

-7- Teacher-made rating scales and checklists for observation of classroom behaviors; performance levels of speech, music and art, manifestation of creative endeavors, personal and social adjustment and physical well-being.

-8- Teacher-modified forms (preferably with consultant aid) of the semantic differential scale.

- Some Possible "Indicators" of Status or Change in Student Behavior Other Than Those Measured by Tests, Inventories and Observation Scales in Relation to the Task of Evaluating Objectives of School Programs.

-1- Absences: full-day, half-day, part-day and other selective indices pertaining to frequency and duration of non attendance.

-2- Anecdotal records: critical incidents noted including frequencies of behaviors judged to be highly undesirable or highly deserving of commendation.

-3- Appointments: frequencies with which they are kept or broken.

-4- Articles and stories: numbers and types published in school newspapers, magazines, journals or proceedings of student organizations.

-5- Assignments: numbers and types completed with some sort of quality rating or mark attached.

-6- Attendance: frequency and duration when attendance is required or considered optional (as in club meetings, special events or off-campus activities).

-7- Autobiographical data: behaviors reported that could be classified and subsequently assigned judgmental values concerning their appropriateness relative to specific objectives concerned with human development.

-8- Awards, citations, honors and related indicators of distinctive or creative performance: frequency of occurrence or judgments of merit in terms of sealed values.

-9- Books: numbers checked out of library, numbers renewed, numbers reported read when reading is required or when voluntary.

-10- Case histories: critical incidents and other passages reflecting quantifiable categories of behavior.

-11- Changes in program or in teacher as requested by student: frequency or occurrence.

-12- Choices expressed or carried out: vocational, avocational and educational (especially in relation to their judged appropriateness to known physical, intellectual, emotional, social, aesthetic, interest and other factors).

-13- Citations: commendatory in both formal and informal media of communication such as in the newspaper, television, school assembly, classroom, bulletin board or elsewhere (see Awards).

-14- "Contract": frequency or duration of direct or indirect communications between persons observed and one or more significant others with specific reference to increase or decrease in frequency or to duration relative to selected time intervals.

-15- Disciplinary actions taken: frequency and type.

-16- Dropouts: numbers of students leaving school before completion of program of studies.

-17- Elected positions: numbers and types held in class, student body or out-of-school social groups.

-18- Extracurricular activities: frequency or duration of participation in observable behaviors amenable to classification such as taking part in athletic events, charity drives, cultural activities and numerous service-related avocational endeavors.

-19- Grade placement: the success or lack of success in being promoted or retained; the number of times accelerated or skipped.

-20- Grade point average: including numbers of recommended units of course work in academic as well as in non-college preparatory program.

-21- Grouping: frequency and/or duration of moves from one instructional group to another within a given class grade.

-22- Homework assignments: punctuality of completion, quantifiable judgments of quality such as class marks.

-23- Leisure activities: numbers and types of; times spent in; awards and prizes received in participation.

-24- Library card: possessed or not possessed, renewed or not renewed.

-25- Load: numbers of units or courses carried by students.

-26- Peer group participation: frequency and duration of activity in what are judged to be socially acceptable and socially undesirable behaviors.

-27- Performance: awards, citations received; extra credit assignments and associated points earned; numbers of books or other learning materials taken out of the library; projects exhibited at competitive events.

-28- Recommendations: numbers of and judged levels of favorableness.

-29- Recidivism by students: incidents (presence or absence or frequency of occurrence) of a given student's returning to a probationary status, to a detention facility or to observable behavior patterns judged to be socially undesirable (intoxicated state, dope addiction, hostile acts including arrests, etc.)

-30- Referrals: by teachers to counselor, psychologist or administrator for disciplinary action, for special aid in overcoming learning difficulties, for behavior disorders, for health defects or for part-time employment activities.

-31- Referrals: by student him/herself (presence, absence or frequency).

-32- Service points: numbers earned.

-33- Skills: demonstration of new or increased competencies such as those found in physical education, crafts, homemaking and the arts that are not measured in a highly-valid fashion by available tests and scales.

-34- Social mobility: numbers of times student has moved from from one neighborhood to another and/or frequency with which parents have changed jobs.

-35- Tape recordings: critical incidents contained and other analyzable events amenable to classification and enumeration.

-36- Tardiness: frequency of.

-37- Transiciency: incidents of.

-38- Transfers: numbers of students entering school from another school (horizontal move).

-39- Withdrawal: numbers of students withdrawing from school or from a special program (see Dropouts).

- Some Possible "Indicators" of Status or Change in Cognitive and Affective Behaviors of Teachers and Other School Personnel in Relation to the Evaluation of School Programs.

-1- Articles: frequency and types of articles and written documents prepared by teachers for publication or distribution.

-2- Attendance: frequency of, at professional meetings or at inservice training programs, institutes, summer schools, colleges and universities (for advanced training) from which inferences can be drawn regarding the professional person's desire to improve his/her competence.

-3- Elective offices: numbers and types of appointments held in professional and social organizations.

-4- Grade point average; earned in postgraduate courses.

-5- Load carried by teachers: teacher-pupil or counselor-pupil ration.

-6- Mail: frequency of positive and negative statements in written correspondence about teachers, counselors, administrators and other personnel.

-7- Memberships including elective positions held in professional and community organizations: frequency and duration of association.

-8- Model congruence index: determination of how well the actions of professional personnel in a program approximate certain operationally-stated judgmental criteria concerning the qualities of a meritorious program.

-9- Moonlighting: frequency of outside jobs and time spent in these activities by teachers or other school personnel.

-10- Nominations by peers, students, administrators or parents for outstanding service and/or professional competencies: frequency of.

-11- Rating scales and checklists (e.g., graphic rating scales or the semantic differential) or operationally-stated dimensions of teachers' behaviors in the school setting from which observers may formulate inferences regarding changes of behavior that reflect what are judged to be desirable gains in professional competence, skills, attitudes,

adjustment, interests and work efficiency; the perceptions of various members of the total school community (parents, teachers, administrators, counselors, students and classified employees) of the behaviors of other members may also be obtained and compared.

-12- Records and reporting procedures practiced by administrators, counselors and teachers: judgments of adequacy by outside consultants.

-13- Termination: frequency of voluntary and involuntary resignation or dismissals of school personnel.

-14- Transfers: frequency of requests of teachers to move from one school to another.

Some Possible "Indicators" of Community Behaviors in Relation to the Evaluation of School Programs.

-1- Alumni participation: numbers of visitations, extent of involvement in PTA activities, amount of support of a tangible (financial) or a service nature to a continuing school program or activity.

-2- Attendance at special school events, at meeting of the Board of Education or at other group activities by parents: frequency of.

-3- Conferences of parent-teacher, parent-counselor and parent-administrator sought by parents: frequency of request.

-4- Conferences of the same type sought and initiated by school personnel: frequency of requests and record of appointments kept by parents.

-5- Interview responses amenable to classification and quantification.

-6- Letters (mail): frequency of requests for information, materials and servicing.

-7- Letters: frequency of praiseworthy or critical comments about school programs and services and about personnel participating in them.

-8- Participant analysis of alumni: determination of local graduates, occupation, affiliation with particular institutions or outside agencies.

-9- Parental response to letters and report cards upon written or oral request by school personnel: frequency of compliance by parents.

-10- Telephone calls from parents, alumni and from personnel in communications media (e.g., newspaper reports): frequency, duration and quantifiable judgments about statements monitored from telephone conversations.

-11- Transportation request: frequency of.

NOTE:

* This section contains terminology that may be unfamiliar to those not directly involved in the evaluation profession. The reader is advised to consult any standard text on evaluation for explanations of unfamiliar concepts or terms.

** A measure is said to be standardized if different people who employ the measure obtain very similar results. The criteria for a standardized test are:
- the content is fixed
- the administration and scoring procedures are the same

APPENDIX F

Preparing The Report

- Some Suggestions

-1- Goals and Objectives

a. Review and translate the goals and objectives into the language of the reader.

-2- Program Description

a. Describe the population participating in the program. Include the number of pupils, grade level, subject matter and schools in the study.

b. State the length of the program with beginning and ending dates.

c. Describe the significant activities, materials and personnel used in the program.

-3- Program Evaluation Procedures

a. Describe the procedures which were followed in evaluating the extent to which the stated objectives were accomplished.

-4- Program Accomplishments

a. State the major successful activities.

b. State the major unsuccessful activities.

c. Describe unanticipated events that may have affected objective attainment positively and negatively. (Results of process data).

d. Create or secure tables as necessary.

-5- Draft conclusions

a. Look for operational material variables which might explain why the objectives were or were not met.

b. Draft statements as to why the objectives were or were not met.

c. Verify conclusions with knowledgeable program personnel and revise if necessary.

-6- Other Findings

a. If applicable, state the results of surveys, questionnaires, interviews and other data that do not fall under the heading of Program Accomplishments.

b. Were there any side effects? (Relationships to other programs).

-7- Verify the Report with Program Participants and Sample Representatives of the Audience.

a. Verify the program description.

b. Verify that the information presented is that which is needed by the audience.

c. Verify that the format and explanation can be understood by the audience.

d. Verify possible recommendations with program participants particularly those responsible for determining how objectives could be better met or operations improved in the following year.

-8- Draft Recommendations

a. Recommend alternative operational changes which would lead to greater achievement of objective(s).

1. Examine process data collected earlier.

2. Review interviews with staff.

b. Suggest revision in objectives that were or were not met, if the objective is found to be unreasonable or poorly stated.

c. Suggest revision of evaluation instruments or design.

-9- Final Review of Report with Project Director and/or Chief Administrator.

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BOARD MEMBERS

Questions That A Board Member Should Ask.

- Will the New Jersey Educational Assessment Program and/or Minimum Basic Skills tests be used in the district's evaluation of its program?
- Will the evaluation design be prepared in accordance with acceptable professional evaluation standards?
- Will the evaluation design include assessment procedures in each school for each pupil upon entrance to the educational system and annually thereafter?
- Will the evaluation design utilize the annual assessment of each pupil to develop programs responsive to individual needs?
- Will the evaluation design encompass the evaluation procedures which measure pupil achievement related to compensatory education program objectives?
- Will the evaluation design provide for the evaluation of each of the first four stages of the T&E Process?
- Will the results of the evaluation program of the district be reported annually by the chief school administrator to the board of education at a public meeting?